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ABSTRACT

This planning document for South Dakota's public universities emphasizes that the primary mission of the state's colleges and universities is to utilize available resources to provide an environment that supports students in their intellectual, cultural, and ethical development and affirms the State Board's commitment to diverse campus communities that include minorities, disabled, and part-time students. The document addresses assumptions held regarding the following: each university's mission; the state's commitment to higher education; governance; students; program content and quality; the size and make-up of faculty and staff; financial circumstances; cost and use of the institution's physical facilities; and intergovernmental relations. The report points out that the future directions for state public colleges are to ensure the quality of undergraduate and graduate education and improve programs, create an environment that cultivates intellect and character, encourage scholarly activity and pluralism, provide institutional accountability, foster collaborative relationships within the public university system, increase public appreciation of the system, seek adequate funding, provide competitive compensation for employees and maintain appropriate facilities, utilize advanced technology that maximizes the delivery of services and provide access to higher education opportunities. Finally, the document lists 28 benchmarks of achievement and presents the texts of three Senate concurrent resolutions and various mission statements. (Contains 25 references.) (CK)

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South Dakota Board of Regents
May 1996

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EXECUTIVE SUMMARY

Planning has had a long history in the South Dakota Board of Regents System, beginning with a U.S. Office of Education survey conducted in 1918. Subsequent efforts were made in 1922, 1953, 1960, 1963, and 1970. The current effort, which culminated in the adoption of the orignal edition of this document, was initiated at a Board retreat in the summer of 1990. The process was considered highly participative by the presidents of the universities and the Executive Director as assumptions and directions were developed in a series of several working sessions of the presidents and the Executive Director. Top-down efforts were determined to be problematic, and the grass-roots, bottom-up approach was deemed to be inordinately time consuming; therefore, the collegial approach using the team of chief executive officers in the system was adopted. The document was reviewed at several points in its development and in the final stages, was reviewed by faculty and staff at the various campuses for suggestions. Campus suggestions were reviewed collectively by the university presidents and the Executive Director, and the final document was recommended to the Board of Regents for adoption at its September 1992 meeting.

The document includes a chapter on the environment in which public higher education must operate in South Dakota as well as assumptions in a variety of areas. Assumptions were grouped into nine categories: Mission and Planning, Statewide, Governance, Student, Program, Staffing, Finance, Facilities, and Intergovernmental Relations. In each category, statements reflect what is expected to occur in the immediate future, and also included in several categories is an identification of a number of "misperceptions" held by various citizens in South Dakota which must be addressed.

The final section includes a listing of twelve directions which are to be pursued. Included are directions relative to undergraduate education, graduate and professional education, the teaching and learning environment, areas of excellence, pluralism, management flexibility, collaborative relationships, public awareness, funding, competitive compensation, facilities and equipment, and use of technology. It is acknowledged that the directions for the university system, common directions for uncommon times, are ambitious and will require additional resources to accomplish all of them. However, resource limitations were not deemed to be a deterrent to charting a proper course for the system -- rather a factor which could slow the pace of progress toward the directions.

In August 1994, the Board of Regents asked the Executive Director and institutional presidents to review the 1992 plan and make appropriate revisions. Throughout subsequent months, the Executive Director, with the institutional presidents, made numerous changes in the document. These changes reflected an updating of Assumptions (page 16) about the higher

education environment. Further, the Directions (page 29) have been revised to reflect current expectations about the requirements for higher education to the end of this century, including the addition of a new direction on Access to Educational Opportunity. To provide guidance on the successes of Regental institutions, the revised *Access to Quality* provides a framework for measuring indications of progress. Twenty-one Benchmarks of Achievement (page 42) are identified for use in making on-going assessment of institutions and system efforts. The revised *Access to Quality* document was presented to the Board of Regents for approval at its May 1996 meeting.

BACKGROUND

South Dakota's public higher education system had its origins in the first legislative session in Dakota Territory, which convened in March 1862. Deriving its authority to establish a university from the Northwest Ordinance of 1787, the University of Dakota Territory was founded on paper in Chapter 88 of the first session laws; it was paper only, however, as no land grant, budget, or government was provided. The second legislative session convened in December 1862 and passed Chapter 42 which incorporated the University of Dakota in Vermillion and appointed eighteen citizens from Vermillion and Yankton to membership on the first Board of Regents. Power entrusted to the regents was sweeping with few, if any, imposed constraints. While the powers granted were sweeping, educational matters were of secondary importance for the next twenty years due to the gold rush in the Black Hills and agricultural problems.

Emphasis on higher education was refocused in the early 1880's with the Regents' appointment of the first president of the University in Vermillion. The University, later to become the University of South Dakota, enrolled its first students during October 1882 for the 1882-83 academic year. Other institutions followed along with separate boards of regents. The decision to place control over higher education in a constitutional board was made following Congressional rejection of the 1885 draft constitution. No record exists to explain why the change was made, fire having destroyed the minutes of the 1887 convention. It seems reasonable to assume that the framers of the South Dakota Constitution sought the objectives pursued by their colleagues in other states.

Accepted thinking of the time advocated placement of educational and charitable institutions under constitutional boards. The constitutional board structure was intended to buffer certain state institutions from partisan political pressures. This seemed desirable where institutions could only fulfill their intended purposes if the services provided met the highest professional standards. Political theorists of the day were not inclined to subject curricula and educational standards to the pressures of partisan politics. They believed that in such matters, the best judgment of professional educators, tempered by a lay board, would provide the best assurance that state residents would have available to them educational services of the highest quality.

Both in the 1887 draft of the South Dakota Constitution and in the 1889 version that finally won Congressional approval and subsequent adoption by the South Dakota electorate, control of higher education was vested in a nine person Board of Regents. The control was exercised indirectly. In curricular matters, the Board acted in consultation with the faculties of the several schools. Administrative affairs, too, were addressed indirectly. The Board appointed boards of trustees for each institution under its charge. These boards of trustees appointed faculty, subject to Regental approval, and oversaw the management of their institutions.

In 1896, the electorate amended the constitution, adopting a text that has remained virtually unchanged to this time. The regent-trustee system collapsed as a result of "constant warfare between the Regents who were charged with responsibility for all, and the several boards of trustees, each engaged solely in advancing the interests of its own schools."

By granting the Board plenary constitutional control over higher education, subject to legislative rules and restrictions, the people of South Dakota sought to assure that educational policy would remain insulated from partisan politics, that it would reflect the best thinking of professional educators and that it would treat all institutions, regions of the state and students evenhandedly. These public policy goals have remained unchanged to this day.

In its current version, Article XIV of the Constitution of South Dakota formed one central Board of Regents and stipulated that all educational institutions "shall be under the control of a board of nine members, appointed by the governor and confirmed by the Senate, to be designated the regents of education." The Board began with five members, was increased to seven in 1955, and was increased to nine in 1979. The first staff for the Board was authorized in 1964 with the creation of the office of the Executive Director, changed to Commissioner of Higher Education in 1968, and changed to Executive Director in 1981.

Today's structure for public higher education in South Dakota includes six universities -- the University of South Dakota in Vermillion, South Dakota State University in Brookings, founded in 1881, Dakota State University in Madison, founded in 1881, Black Hills State University in Spearfish, founded in 1883, South Dakota School of Mines and Technology in Rapid City, founded in 1885, and Northern State University in Aberdeen, founded in 1899 as an engineering school without funding and changed to Northern Normal and Industrial School in 1901. The School for the Deaf in Sioux Falls and the School for the Visually Handicapped in Aberdeen are special schools which have been under the Board's governance and control since 1944.[1]

That higher education is a necessary and desirable part of the state's infrastructure has not been widely recognized in the past. Access to a university education has often been perceived as a personal benefit, but higher education has in the last few years achieved broader recognition as a part of the solution to bringing about economic diversification as well as increased sustainability

and productivity in agriculture. Not only does higher education provide the necessary basics of arts and sciences and professional training, but also the human resources at the campuses in bright and resourceful faculty. In addition, the application of research brings an upward trend to the quality of life for the entire state. Higher education faculty and staff were probably not as aggressive in the past in seeking collaboration with businesses, industries, and citizens of the state to render services requiring off-campus work. Times have changed, not only for South Dakota's higher education, but for American higher education. Campus boundaries are blurring, and it not unusual to find a faculty or staff member "on site" at a corporate office, a manufacturing location, or a ranch consulting with owners and managers seeking improvements to their profit and loss statements. Evolving technologies are transforming both production and management practices to such a degree that all economic sectors are dependent upon advanced education.

It is in this spirit that this plan is prepared. The days of glossy publications of five-year plans or long-range plans are waning. A plan must be a fluid document. Today's world is a world in constant transition, and higher education must be a part of easing and promoting the transition of our citizens by providing knowledge and skills for coping and maintaining the quality of life for this generation, and hopefully for generations to come. All must learn to learn. We must distill a very complex environment into simple statements which will communicate to the people of South Dakota a sense of urgency of basic support for a quality public higher education system. Plans and directions must be well articulated to the citizens of South Dakota and to the leadership of the state, and the plans must be in a mode of frequent review to ensure that we in the academy are as contemporary in our thinking about internal management and direction as we are in our advocacy for change in our classrooms and in research laboratories. It is hoped -- and indeed assumed -- that given a rational, reasonable plan for the South Dakota university system, South Dakotans will observe the relationship between a quality university system and the overall quality of life in the state and will encourage funding and support commensurate with its needs.

Finally, the pursuit of the directions within the context of identified assumptions is approached in a spirit of the principles associated with total quality management. The principles of empowerment and meaningful participation of a broad range of staff in problem resolution are recognized, and have been, in fact, already used at some of the campuses. More can be expected as campuses seek to incorporate their own planning efforts in a manner which will complement and advance the directions identified in *Access to Quality* within the resources available.

Material in preceding paragraphs excerpted from Hoagland, Monica "Organizing the System of Higher Education" From Idea to Institution: Higher Education in South Dakota. (Vermillion, South Dakota: University of South Dakota Press, 1989), pp 3-11.

THE PROCESS

Planning has had a long history in the South Dakota Board of Regents System, beginning with a U. S. Office of Education survey conducted in 1918. Subsequent studies were conducted in 1922, 1953, 1960, 1963, and 1970. Most of these studies commented on the relationship of the various institutions as well as improved coordination within the system. The goal for the present plan was to provide a road map -- a sense of direction -- a focus on the future -- for the university system governed by the South Dakota Board of Regents. The planning effort, though initiated by the Board, was expected to be a cooperative effort through the participation of the presidents of the six universities in the system. An initial agreement was made among the presidents and the Executive Director that any recommendation to the Board should aim toward shaping the existing system and current program inventories into a cohesive unit rather than debating the wisdom of numbers of institutions, location of institutions, or program inventories already in place. It was the consensus of the presidents and the Executive Director that such an agreement was necessary in order to look to the future without fear that frank discussions might jeopardize a program or an institution.

Much debate occurs in academe concerning the propriety of top-down planning or bottom-up planning or collegial planning. There is debate on strategic planning versus operational planning. The Board, the Executive Director, and the presidents recognized at the outset that any plan was suspect and likely to be ignored if the entire system was not included in the effort. Equally recognized was the fact that taking a collegial approach across institutions and within institutions would likely take so long that interest in and utility of the plan would wane by its completion. Therefore, a strategy which recognizes the value of institutional input as well as recognizing the prerogatives of a lay governing board was used in developing this plan. The Board chose to view the directions and action statements associated with each as broad initiatives which chart a course for the system and its institutions, an effort viewed as strategic planning. Campus comment and suggestions for improvement during such an effort are proper and desirable, and the Board made known its expectations that comments and suggestions would be solicited prior to adoption of the plan. Given consensus on the directions and action statements, institutional operational plans, and even institutional strategic plans, should complement the Board's initiatives. The breadth of the initiatives permit appropriate flexibility for the institutions yet communicate clearly to South Dakotans the values and directions held by the Board of Regents.

The initial steps in the planning process in 1990 addressed mission statements -- both revisions of institutional statements and the adoption of one for the system. Discussions at the Board level began at the 1990 Planning Retreat. Several months of work with the institutions resulted in the Board's adoption of revised mission statements for the six universities and two special schools at its March 1991 meeting. A system mission statement was adopted at the Board's May 1991 meeting. Productive working relationships on systemwide planning were developed during the process of revising the mission statements, and the Executive Director and the university presidents held a two-day retreat in Sioux Falls in September 1991 to begin the task of identifying planning assumptions which would describe the context in which any subsequent plan would exist. The assumptions were presented to the Board of Regents as an information item at its October 1991 meeting with a view toward eliciting Board reaction to the assumptions prior to final recommendation for adoption. Final adoption of the planning assumptions occurred at the December 1991 meeting.

Following the adoption of the planning assumptions, another two-day retreat of the Executive Director and the university presidents in December 1991 in Pierre, a half day effort in January 1992, and a lengthy conference call in January 1992 resulted in the development of system directions and action statements. A draft document was discussed at a February 1992 meeting of university presidents, to which Board members were invited. The purpose of inviting Board members to the meeting of the presidents was to elicit any Board comments prior to transmitting the document to the campuses for discussion and reaction.

A subsequent draft document was reviewed at the March 1992 Board of Regents meeting and referred to the campuses for comments and suggestions for improvement. The Council of Presidents reviewed commentary from the campuses at its July 1992 meeting in advance of the Board's planning retreat. During the Board's 1992 planning retreat, the plan was reviewed and editorial suggestions were made. A final draft was reviewed by the Council of Presidents in September 1992 and recommended for Board adoption at its September 24-25, 1992 meeting.

The 1996 revision of the original plan followed a similar process. Again, the institutional presidents and executive director worked in unison to prepare updated drafts of the individual sections of the plan. Initial attention was given to the structure of mission statements and the need to make these statements current. A slight adjustment was made in the mission statement format. A significant review of assumptions about the environment for higher education was undertaken. Obviously, the movement of time has required a refocus of many assumptions about the environment of higher education. This was followed by a critique of the directions offered in the original plan. Directions were restated, deleted or added in accordance with the contemporary views about the anticipated requirements for higher education in the closing years of the 21st century.

The institutional presidents and Executive Director undertook this work from September 1994 to April 1996. Campus reactions and input were sought throughout the work as separate proportions of the plan were reviewed and redrafted. The presidents worked on mission statements and environmental condition assumptions in October and November, 1994. Directions for the system were examined in January and February, 1995. In April, the presidents agreed to strengthen *Access to Quality* by identifying benchmarks of achievement that would provide both internal and external constituents with a means to better appreciate institutional and system movement toward the recognized directions. The benchmarks were developed and analyzed in June, with closure on them being reached in July. The draft document was finalized as a comprehensive plan during June and July. In August, the presidents and Executive Director presented the revised plan to the Board of Regents for its review. Following Board input, the Council of Presidents prepared a final plan for presentation to the Board of Regents. The Board adopted the plan at its May 1996 meeting.

SYSTEM MISSION STATEMENT[2]

The South Dakota Board of Regents has constitutional authority to govern the system of public higher education in the State of South Dakota. Supported by an Executive Director and staff, the Board provides leadership and sets policies for the programs and services delivered through its six universities and two special schools. Dynamic and progressive leadership is cultivated at the campuses through the presidents, superintendents, faculty, and staff.

The primary mission of the institutions in the Regental System is to utilize available resources to provide an environment in which students are encouraged and supported in their intellectual, cultural, and ethical development through interaction with the scholarly communities at the institutions. The system and its institutions must assist students in their search for knowledge, in understanding themselves and their cultural and physical environments, and in developing the wisdom and skills necessary to function as responsible citizens in a democracy.

The Board affirms a commitment to the fundamental values of higher education in which programs and experiences promote curiosity; stimulate thought; encourage self-reflection; foster a genuine desire for lifelong learning; engender a global view of society which embodies a free interchange of ideas; and reflect a concern for creating a responsible, ethical society. These values include a commitment to excellence in academic programs; to excellence in teaching at all levels of instruction offered in Regental institutions; to scholarly activity, research, and creative activity appropriate to the role and mission of the individual institutions; to meaningful and productive relationships with local school systems and other appropriate public and private entities at the local, regional, state, and national levels; and to quality public service activities consistent with campus expertise and focused toward social, economic, and cultural needs of the State of South Dakota.

The Board affirms a commitment to diverse campus communities through serving the needs of all persons including minorities, handicapped, and part-time students and by seeking racial and ethnic diversity among the faculty and staff. The diversity of the campus community embodies the basic principles of an open democratic society in which free speech and thought respectful of differing opinions is encouraged among the students, faculty and staff. To maximize the potential for diversity within the campus communities, the Board affirms that access to the institutions and subsequent success once enrolled should be supported by adequate financial aid and appropriate

[2]The System Mission Statement comprising this chapter is a reproduction of Board Policy 1:2 adopted by the Board on May 10, 1991.

student support services. Students should be expected to provide for a portion of the costs of delivering programs and services, but their share should be equitable and fair.

The Board recognizes and affirms its responsibility to serve as a catalyst for and as a resource to the economic development efforts of state and local governments. Faculty and staff expertise provides a valuable resource to various agencies of state government and to regional development efforts. Inherent within this responsibility is the desirability of expanding programs and services beyond the physical boundaries of the institutions to provide greater access to quality higher education opportunities for South Dakotans. The Board acknowledges the programs and services offered by the private and tribal institutions in the state and the desirability of cooperation with these institutions in program articulation and delivery.

The Board recognizes its responsibility for appropriate stewardship of financial resources from the state, from students, and from sources external to the institutions. While the Board recognizes the diversity of the institutions and the desirability of such diversity, the six universities function as a part of a system of higher education where the collective use of resources is focused for maximum common good. Inherent within this tenet is a commitment to interinstitutional relationships in order to maximize educational opportunities for the people of South Dakota; maximize the articulation of educational programs among the institutions; and avoid unnecessary duplication by focusing the resources of individual institutions in a cooperative fashion to deliver programs and services across the state and in the region. Consistent with the commitment to accountability and stewardship is an affirmation to seek the necessary funding from the state to enable the system's institutions to fulfill their respective missions.

THE ENVIRONMENT

Good and useful plans give proper attention to the environment in which the plan is to be used as a guide. Improper assumptions of demography or unrealistic expectations of support structures external to the system frustrate a plan's usefulness for setting directions. Demographic changes are under constant analysis, and governmental changes at the state level every two years in the Legislature and potential changes in the governorship every four years also impact the system. The fluctuations in the national economy and shifts in direction by the Congress and the White House also affect South Dakota's universities. Finally, more than ever before, the system must resonate with the global changes which have so profoundly affected the political and economic landscape of the globe.

Higher education is facing change as profound as any it has faced in its history -- changes in demography, changes in financing, changes in campus cultures, and a general change in direction in the way we function. There is greater competition from other agencies for the state's resources. Interactive telecommunications will produce long-lasting change in our delivery of instruction, in the types of students we serve, and in the types of faculty and staff we employ in the future. As Margaret Mead said thirty years ago, "No one will live all his life in the world into which he was born and no one will die in a world in which he worked in his maturity." We need common directions as a university system, common directions for uncommon times.

South Dakota's population has been shifting markedly in the past twenty years and continues on the same course. South Dakota has grown 3.6 percent between the 1990 Census and July 1, 1994, to an estimated population of 723,631. The primary growth areas have been on the eastern and western borders of the state around the Sioux Falls/I-29 corridor and the Black Hills corridor. The Census Bureau's July 1, 1994 population estimates show thirty of South Dakota's sixty-six counties (more than 45 percent) growing since the 1990 Census, compared with only fourteen counties growing between 1980 and 1990. Shannon and Butte counties showed double digit increases, 14.0% and 12.8% respectively. Fifteen counties grew as fast or faster than the national rate of growth (4.7 percent). There is also a smattering of growth in most of the reservation counties, the Mitchell area, and the Yankton area. Of those counties losing population, most continue to be in east central South Dakota. Five counties have lost more than five percent of their population since 1990. Inherent within the population shifts to the borders of the state is a shift in the age composition of the areas within the state. The northeastern quadrant of South Dakota continues to age faster than the rest of the state, while the east and west corridors continue to attract the younger residents. The state is expected to grow by more than 10 percent to the year 2000, with most of the growth occurring in the east and west corridors and

the counties adjacent to Sioux Falls. Clearly, these demographic trends have a significant impact on planning within the university system as we seek to serve South Dakotans.

Farm proprietors' income grew by 37.7 percent in real money terms between 1988 and 1993. Farm income also grew in 1994, the result of large increases in farm production. Farm employment declined by 2.9 percent over the same time period. The number of farms has declined but the amount of land in farms has increased slightly, reflecting the continued shift to larger farms.

Non-farm employment and manufacturing sector employment have led employment growth in the recent past. The non-farm employment and service sector employment are expected to lead growth through the rest of the decade. Though per capita personal income growth was the second highest nationally in 1994, personal income is expected to rise gradually throughout the remainder of the decade. This is partly due to a labor shortage in most areas of the state which is starting to drive wages up. South Dakota's average increase in earnings in both durables and nondurables manufacturing was significantly larger than the national increase.

Employment is expected to remain high. While five percent unemployment is traditionally considered full employment, an unemployment rate of 3.3% as reported for April 1995 is monitored closely by the business community because of its indication of an unavailable and adequately skilled labor supply. However, the number of people unemployed has not changed significantly, indicating an influx of people into the labor market.

South Dakota, with its comparably high quality of life, is positioned well for enhancing its contributions to a national and world economy that is rapidly changing. As greater acceptance of a "new growth economy" takes place, new opportunities in South Dakota exist. South Dakota has long been a major contributor to the agricultural sector of the national economy, but there is growing recognition that by the 22nd century this sector will not be the dominant force in the economic activity in the state. The manufacturing and tourism sectors of the economy will continue to grow in the state.

But like other places in the nation, and possibly the world, the real growth potential in economic activity in South Dakota will come from activity that is derived from new knowledge and ideas. Opportunities for substantial growth will be present in the years that lead the state into the next century. Increases in the proportion of the state's population with post-secondary education--17.2% of the over 25 year old population, compared with the national average of 20.3%--and increases in the amount of "research and development" activity--South Dakota spent $25.68 per capita in university R & D compared with a national average of $71.65, and had the lowest per 1,000 population federal R & D of $10,572,compared with a national average of $41,880--will assist the state in building a stronger foundation for the changing economy. As the economy is driven by activity of the mind, there will be less and less reliance on traditional

economic factors of location and proximity to resources and markets. The result of this phenomenon, coupled with swift advances in communications, will yield a consequence of economic activity similar to the changes witnessed in the gold and land booms of a century ago.

The state's elementary and secondary schools are not expected to affect the current enrollment patterns at the universities until mid-decade, when the number of high school graduates is expected to increase. More of South Dakota's high school graduates are choosing additional education, but the percentage of those choosing in-state institutions remains around 70%. The greatest impact on enrollment at the universities is expected to come from older students and part-time students. More and more South Dakotans are seeing the connection between a better education and better wage earning potential, and demands from these older, part-time students will challenge the creativity of the institutions in delivering courses and services to geographically bound students. We must serve students nearer their homes and their places of employment.

With the growth of Sioux Falls and the Black Hills area, the diversification of the economy in these areas will be a further attraction of businesses and industries, and they will strengthen their positions as regional economic centers. Increasing the retail traffic of Iowans, Nebraskans, and Minnesotans in Sioux Falls and of Wyoming and Nebraska residents in Rapid City will continue to result in college age students from these areas choosing South Dakota universities. The open borders agreement with Minnesota has proven to be neither an intellectual drain nor a financial drain on South Dakota, as the numbers of students moving from state to state and their ACT scores have remained relatively constant.

The governance structure of South Dakota's university system is simple and efficient. A single board for all public higher education is appropriate for a state the size of South Dakota, and we should take advantage of our simplicity of governance, the smallness of our institutions which can provide individualized attention to our students, and the ability to respond to needs of South Dakotans through such a structure. South Dakota universities are proud of the caring attitude of the faculty and staff, the smaller classes which provide greater faculty-student interaction, and the opportunity for students to interact with senior level professors as freshmen and sophomores. The planning assumptions relative to governance reflect this view.

Higher education in South Dakota enters the last half-decade of the 20th Century as a very efficient system of higher education--a system that has a higher workload of faculty than the national average, 51.8 to 50.6 hours per week respectively; a lower level of cost for institutional administration, $553 to $1,152 nationally per student; and a very low cost of instructional credit hour units. Recognizing that there is a constant need to review activities and operations to identify alternative means for delivering effective and efficient services, the South Dakota system and its institutions approach the next century by seeking these alternative means.

State government in South Dakota is expected to undergo continuous change throughout the latter part of the 1990's. The era of state encouragement for filling excess capacity at the state's universities has ended. Rapid, sizeable growth will be replaced by state encouragement of steady, incremental growth of primarily South Dakota students, ending the conscientious recruitment of students who could be attracted from other states to the South Dakota community. State government's investment in higher education will continue to decrease as a proportion of the state general fund, as higher education competes with corrections and social services for the available dollars.

As the state's populace continues to raise concerns over the nature of the state's revenue and tax structure, state government will seek means for accommodating the demands for property tax relief. There will be ongoing challenges to revenue sources that are derived from gaming sources, and the 1994 congressional revolution in Washington will bring an increasing renewal of federalism for the role of state governments. This will give South Dakota policymakers more responsibility, and will extend their choices in selecting from many competing interests for the available state tax revenues. State policymakers will find it increasingly difficult to respond to these needs while retaining one of the nation's lowest state and local government tax structures per capita.

During the 1995 South Dakota legislative session, members of the Legislature considered three concurrent resolutions that provided a basis for establishing and reaffirming state policy for higher education. The Legislature supported the need to provide access to South Dakotans to affordable and quality higher education opportunities. In a second resolution, the state's lawmakers embraced the continued use of a performance-based mechanism for funding higher education growth in enrollments. In acknowledging the instructional formula as a long term means for directing resources to institutions, the state's policymakers encouraged a continued examination of cost containment and an updating of formula elements. Other legislative policy direction was given on efforts to restrain the growth in the share of costs to students. Collectively, these statements of legislative view provide general guidance to leaders in higher education as system and institutional directions are charged for the final years of the 20th century.

In 1996, the Business Research Bureau of the University of South Dakota conducted a statewide survey of 681 citizens to ask their opinions about higher education in the state. The survey found that a substantial majority of South Dakotans have a favorable impression of the state's six public universities and the work they are doing, and that a large number see a role for the institutions in improving the state's economy and quality of life. Asked their overall impression of the state university system, more than eighteen percent (18.5) voiced a very favorable response and more than sixty-one percent (61.5) gave a favorable response. Further, eighty percent of the respondents said that they were satisfied or very satisfied with the performance of the state's universities. When asked, eighty-eight percent of the respondents agreed with the statement that the universities should be a source of skill updating and re-training

for the state's labor force. In addition, eighty-five percent of those surveyed hold the belief that a college education is a tool for improving the quality of life. These results are a strong sign of consumer confidence in the South Dakota system of higher education.

In summary, the environment in South Dakota is cautiously optimistic. The economy is relatively sound, attitudes toward higher education are improving, and external support for the system is increasing. It is hoped that the trend continues. The planning assumptions follow.

Mission and Planning Assumptions

1. Each university in the system must have a viable mission statement which recognizes the uniqueness of the institution.

2. The programs currently offered at each university are appropriate to its mission.

3. The highest priority will be given to assuring program quality at each institution.

4. Additional programs, courses, or activities may be proposed to meet the needs of the state, but these shall be consistent with the role and mission of the institution which is to offer them as well as the financial resources available to the institution. Proposed program additions will be reviewed to determine whether they unnecessarily duplicate programs already available within the system.

5. The planning document itself will be reviewed regularly and amended as needed.

Statewide Assumptions

1. Higher education will continue to be supported by state government.

2. There will be increasing competition in higher education between public and private institutions.

3. The state population will increase slowly.

4. Population shifts will continue to decrease rural populations, while correspondingly increasing the populations of larger towns and cities, particularly in the Sioux Falls and Black Hills areas.

5. Jobs available in the next ten years will increasingly require some university training, and one-third will require a baccalaureate degree.

6. Many South Dakotans will continue to believe that any graduate of a South Dakota high school should be eligible for admission to any Regental institution.

7. Fiscal concerns will dominate the state's thinking, and the state will continue to rely on agriculture and tourism development as major sources of revenue.

8. Urban areas will move toward a more diversified economy, creating an increased demand upon universities to expand program opportunities in these areas.

9. There will be increasing pressures for the Regental institutions to prepare graduates for work in the state of South Dakota. Nevertheless, some exportation of resident South Dakota graduates will continue, because many employment opportunities within the state are not competitive in terms of salary with those available elsewhere.

10. Policymakers will continue to rely on the public service contributions of higher education. The system must increase legislative awareness of the funding levels necessary to continue the public service functions of its institutions.

11. The Regental System provides a quality system of higher education for South Dakotans. However, a large percentage of South Dakota's high school graduates leave the state to pursue higher education. The system must develop an effective strategy for attracting more of the state's high school graduates to its universities.

12. The public perception of higher education must be improved. A number of misperceptions[3] need to be addressed including:

    - There are too many institutions.

    - Higher education is largely unnecessary in South Dakota, since its graduates leave the state.

[3]Throughout this section on Assumptions, "misperceptions" are identified -- a reference to ideas or opinions held by various individuals in the state which are not commonly shared ideas and opinions of the Regental System.

- Vocational schools provide greater service to the people of South Dakota, and there is poor articulation between the vocational-technical institutes and the public universities.

- Institutions are not responsive to public needs and concerns.

- Higher education has received large increases in funding in recent years.

Governance Assumptions

1. The six public universities and two special schools will continue to operate within the Regental System.

2. There will be increasing demand for delivery of off-campus programs.

3. Regental institutions will continue to develop cooperative working relationships with tribal institutions.

4. There will be comprehensive public four-year baccalaureate programs and selected graduate programs in Sioux Falls.

5. There will be comprehensive public four-year baccalaureate programs and selected graduate programs in Rapid City.

6. There will be comprehensive public four-year baccalaureate programs and selected graduate programs in Pierre at the Capital University Center.

7. There will be cooperation between public institutions and private colleges.

8. Competition between public institutions and private colleges will increase, as will competition between public institutions and tribal colleges. This will be increased if state institutions continue to need to raise tuition at a greater rate than private institutions.

9. Vocational education institutes will continue to operate, but will not expand their missions to college transfer curricula. There will be no change in their governance structure. The Regental System will require a stronger integration of courses and academic programs at technical institutes with baccalaureate degree programs and institutions.

10. The Board of Regents will be expected to provide an increasingly stronger role in providing policy leadership, setting standards for accountability and assessment, and ensuring continued productivity of Regental institutions. In addition, the Regents will be expected to play a larger role in articulating to the general public the importance of higher education in the future of South Dakota.

11. Regental data systems must attain a level of consistency which readily permits systemwide reporting, but which also recognizes the unique aspects of each institution resulting from its mission.

12. There will be increasing involvement and expectations on the part of federal and state regulatory agencies, as well as accrediting agencies, which will result in additional monitoring and compliance expectations and require additional resources to address deficiencies.

Student Assumptions

1. Student demographics will not change dramatically:

   - The number of high school graduates will increase in mid-decade and continue to increase through 2000.

   - The percentage of high school graduates attending college will not change appreciably.

   - The percentage of high school graduates selecting out-of-state universities will not change appreciably.

   - Second-generation South Dakota university students attending state institutions will increase enrollments slightly.

   - Commitment to the recruitment and retention of minority students will produce modest enrollment increases.

   - The number of women students will increase.

2. There will be an increase in the number of part-time and non-traditional students; more South Dakotans over the age of 65 will enroll in courses and programs.

3. There will be more Native American students and thus an increased need to provide academic and student support services to meet their unique needs.

4. There will be an increasing diversity of students, including minorities as well as international students, and emphasis on diversity by external agencies will heighten awareness of the need to recruit a more heterogeneous student population.

5. There will be an increase in the number of students with disabilities and increased resources will be required to meet their needs.

6. There will be a continued emphasis on recruiting qualified graduate students.

7. There will be a slight increase in the ratio of graduate to undergraduate students at USD, SDSU, and SDSM&T (approximating 20% to 80%).

8. There will be a leveling in the number of non-resident students:

   - The number of Northwest Iowa students attending SDSU will remain constant.
   - The number of North Dakota students attending NSU will remain stable.
   - The percentage of non-resident students at USD will decrease.
   - The number of non-resident students at SDSM&T will level off.

9. Public higher education will be expected to be more accountable for student success rates:

   - Students will continue to enter universities underprepared for some university level work.
   - Students will need to demonstrate their preparation for college level work through competency measures.
   - There will be increasing demand for access, and greater resources will be required to support the educational experience of this expanding population.
   - More emphasis will be placed on support services such as advising, student development, career planning and placement, and child care.
   - Students will become more active in demanding student rights and consumer rights.

10. A more sophisticated student data system will be developed to provide timely and consistent data for federal reports and to provide assessment information to the public and policymakers.

11. Financial support for student service activities will lag significantly behind support for other institutional activities.

12. Students will assume increased responsibility in financing their education:

    - Federal support for education is unlikely to increase and may in fact decrease.

    - Students will be required to exercise better financial aid planning and to assume a larger proportion of their overall college costs.

13. There will be an increased demand to deliver off-campus courses and programs at modest costs.

14. Student demographics will change only slightly.

Program Assumptions

1. Existing accreditations will be maintained. Increasing costs involved with accreditation processes limit the number of programs for which accreditation will be sought.

    - Accreditation standards will become more rigorous; maintaining accreditation will therefore require a proportionately greater share of campus resources.

    - Emphasis will be placed on licensure programs for which accreditation is a prerequisite.

    - Regional accreditation will be maintained.

2. Program reviews at the system level and the campus level will continue.

3. Assessment will receive higher priority and require more campus resources to implement.

    - Assessment will be a tool in determining program accountability.

    - Assessment is increasingly important in accreditations.

    - Assessment costs will include the implementation of corrective measures.

4. Progression standards will require greater attention to student ability, outcomes assessment, and scheduling constraints at each institution.

5. Cooperation in program delivery will be of increasing importance for new and existing programs, and new models of collaboration will be required for disciplines which are offered by several institutions, such as teacher education and business.

6. There will be an increasing demand for quality graduate programs which are cooperative between institutions and which are within the mission of the institution which is to offer them.

7. There will be increased emphasis on ease of student transfers among institutions and on articulation agreements.

8. The general education requirements will remain important and will be reviewed periodically by the system and each institution to ensure course quality, relevance, rigor, and availability.

9. There will be an increasing emphasis on freshman and sophomore education as the number of students underprepared for university work increases.

10. There will be programs with national or regional recognition which require additional resources to maintain the reputations of the programs.

11. There will be an increasing need to provide sufficient time for activities on the part of faculty in order to maintain the high quality of education in Regental institutions.

12. Cultural diversity will be required across the curriculum at all institutions.

13. Internationalization will be required across the curriculum at all institutions.

14. Education in the use of technology and its applications to today's society will be a required component across the curriculum at all institutions. Curricula will reflect current technology.

15. It will be increasingly important to remain current with technology on all campuses, but difficult to do given the current state of campus technology.

16. Technology will aid in program support of areas such as libraries.

17. Health-related programs will escalate in cost due to increased costs of health technologies and resources necessary to deliver a quality curriculum.

18. The cost of library acquisitions will continue to escalate dramatically, and the increased demand for programs, use of technology, and access to electronic information sources will tax library resources.

19. There will be an increased demand for quality distance learning.

20. Affiliation with national organizations such as National Association of State Universities and Land Grant Colleges (NASULGC), American Association of State Colleges and Universities (AASCU), American Association of Colleges (AAC), Western Interstate Commission on Higher Education (WICHE), National Association of Intercollegiate Athletics (NAIA), National Collegiate Athletic Association (NCAA), American Council on Education (ACE), and professional and regulatory agencies is important to the system, and will be maintained and encouraged.

21. The public perception of higher education programming must be addressed. Some misperceptions relative to programs include:

    - There is widespread unnecessary program duplication and competition among the institutions.

    - Program development and staffing should be based primarily on non-educational criteria, such as the need to develop the tourism industry or additional allied health programs.

    - Higher education should focus exclusively on undergraduate instruction.

Staffing Assumptions

1. There will be a large increase in the number and percentage of faculty who will retire from the system over the next two decades, reflecting a national trend.

2. Whereas the recent national shortage of qualified faculty in many areas has been corrected, South Dakota continues to struggle to compete for qualified faculty due to non-competitive salaries and benefit packages.

3. There will be an increasing emphasis on cultural diversity of faculty and staff.

4. National recruitment efforts will continue, but inability to offer competitive compensation packages will require some initiatives to produce future faculty for the system.

5. An appropriate balance among teaching, scholarly activity, and public service will be required to attract and retain quality faculty. Demands for released time for scholarly and creative activities will increase.

6. There will be increasing demands from new faculty for start-up costs for laboratory and research equipment, materials, and facilities.

7. Recruiting costs will increase.

8. The promotion and tenure process will be increasingly required to acknowledge differing faculty expectations while preserving qualitative standards.

9. The emphasis on hiring appropriately credentialed faculty and staff will continue.

10. There will be minimal change in the number of non-faculty positions.

11. The demand for faculty and staff development opportunities will increase. Faculty and staff development opportunities will be provided to ensure the success of individuals and programs. The demand for in-state opportunities for inter-institutional staff development opportunities will increase.

12. Increased technology will enhance faculty and staff performance levels but will not result in an appreciable reduction in the need for faculty or staff because of adaptation of technology to instruction, extending access to additional students, and increased demands for scholarly and creative activities.

13. The public perception of higher education staffing must be addressed. Some misperceptions relative to staffing include:

    - Faculty are sufficiently compensated, especially when compared to state per capita income.

    - Faculty and staff development activities are unnecessary.

    - There are too many administrators.

    - Research activities detract from undergraduate teaching.

Finance Assumptions

1. New dollars for base funding will be scarce and will continue to threaten base funding erosion.

2. The system's share of the state general fund will decline. Increased competition for those funds with K-12 education and other state agencies will occur.

3. Higher education will continue to lag behind national averages when measured by all indices.

4. The Higher Education Price Index (HEPI) will continue to be the measure of inflation in higher education.

5. Funding increases from all sources commensurate with or higher than the HEPI index will be required in order to maintain current program inventories.

6. Funding levels must be maintained; failure to do so will result in diminished quality, reduced enrollments, and reduced program and course offerings.

7. Demands upon the institutions to seek external funding sources will increase, yet there will be increased competition for such funding.

8. Tuition and fees will remain a significant component of the funding base for higher education.

9. Circumstances may require a modification of present Board policy for following the HEPI index in tuition and fee increases.

10. Salary improvement funds will remain a high priority, and will be increasingly important as competition for faculty increases due to the shortage.

11. There will be minimal change in the instructional formula, but its funding will be under continued scrutiny.

12. Shifts in institutional operating budgets will be increasingly required to meet escalating non-instructional costs.

13. Substantial increases in M & R will be required in order to prevent critical damage to the physical infrastructures of Regental institutions.

14. The use of shared administrative data systems will become the standard mode of operation. Existing systems will require modification to function efficiently.

15. There will be an increasing need to translate campus and system data into management information and an increased need for consistent data analysis across the system.

16. The perceptions of higher education finances must be addressed. Some misperceptions relative to finances include:

    - Higher education is overfunded and demands a disproportionate amount of state resources.

    - Institutional resources are adequate to meet the diverse needs of all the populations within the state.

    - Current funding levels are adequate to meet the maintenance and repair needs of the universities.

Facilities Assumptions

1. Capital asset needs will increase and their cost will increase due to rapidly changing technology and increasing sophistication of equipment.

2. There will be an increasing demand for technicians who have been trained to service more sophisticated equipment.

3. Energy consumption will increase in order to provide appropriate environments for specialized equipment.

4. The need for maintenance and repair (M&R) funds will increase.

5. Inflationary increases in maintenance and repair costs and capital asset costs will require that these needs be met in a timely fashion.

6. Utility costs will increase.

7. As programmatic needs change and enrollments increase, the construction of new facilities and/or the more effective and efficient use of existing facilities will be required.

8. Changing demographics will create increased demand for housing in residence halls and alternative housing configurations on or adjacent to campuses.

9. Construction costs for new facilities will double every six years.

10. There will be increasing pressure to renovate buildings and preserve historic buildings rather than construct new ones.

11. Asbestos abatement will continue to absorb a greater percentage of the resource base.

12. There will be an increased demand for renovations to accommodate individuals with disabilities.

13. Institutions will be increasingly expected to find matching dollars from external sources for construction.

Intergovernmental Relations Assumptions

1. The administration's interest in higher education will continue.

2. The administration's interest in economic development will continue.

3. The Joint Powers Agreement with the Bureau of Administration concerning computer purchases and maintenance/repair will continue.

4. The Joint Powers Agreement with the Bureau of Personnel will continue.

5. There will be increasing emphasis on collaboration with K-12 education on a wide range of issues--teacher education, professional development, admission competencies, dual credit curricula, etc.

6. University/community relationships will not change significantly.

7. Institutions will be requested to provide increased services to state agencies with little or no cost reimbursement.

8. Programmatic initiatives will continue to arise occasionally from external groups.

9. There will be no change in our relationships with adjoining states.

10. Expectations of greater accountability in higher education will increase, increasing the demand for data consistency.

11. Regental data systems will be monitored and modified to ensure that they interface properly with the executive branch in the areas of finance, payroll, and personnel.

12. Interactive telecommunications will be implemented fully, with higher education as a partner.

13. There will be increasing competition with other state agencies for state funds.

14. Funding from the federal government will shift from a formula basis to a more competitive basis.

15. There will be an increasing need to develop broad-based advocacy groups to articulate the need for a quality public higher education with proper funding levels.

16. Other state agencies will continue to seek means for assigning charges and costs to higher education institutions or reduce their obligations by passing responsibilities to higher education.

17. The administration will continue its move to centralize and control functions--auto fleet, the mainframe computer, and the wide area network.

DIRECTIONS

Given the background and the process, the following directions are identified in light of the system's needs and the state environment in South Dakota.

I. **Ensure the quality of undergraduate and graduate education in response to the probable level of funding.**

II. **Focus and selectively improve graduate and professional programs consistent with institutional missions and which address the needs of the state and region.**

III. **Create a quality teaching and learning environment that cultivates the intellect, character, and spirit through education and experience.**

IV. **Develop appropriate areas of excellence which promote and encourage scholarly activity.**

V. **Embrace and encourage pluralism and an international perspective.**

VI. **Provide institutional flexibility and expect responsible and accountable management of system resources.**

VII. **Foster collaborative relationships within the Regental System and with groups and individuals external to the university system.**

VIII. **Increase the public's awareness of an appreciation for a quality public higher education system.**

IX. **Seek adequate funding from a variety of sources to accomplish institutional missions.**

X. **Seek competitive compensation for Regents' employees.**

XI. **Provide and maintain appropriate facilities and equipment.**

XII. **Maximize the delivery of programs and services throughout the state through the use of advanced technology and other innovative delivery systems.**

XIII. **Provide access to higher education opportunities.**

I. ENSURE THE QUALITY OF UNDERGRADUATE AND GRADUATE EDUCATION IN RESPONSE TO THE PROBABLE LEVEL OF FUNDING.

A. Maintain undergraduate programs at a level which will meet appropriate accreditation and licensure requirements.

B. Review the content, delivery and structure of programs throughout the university system on a systematic basis.

C. Expect entering students to meet standards consistent with national higher education expectations for entering students; for those students who are deficient, provide opportunities for addressing deficiencies.

D. Develop and implement mandatory systemwide assessment and placement for entering freshmen and transfer students.

E. Provide a rigorous contemporary undergraduate curriculum.

1. Assure a quality core curriculum.

2. Seek greater internationalization and globalization of the curriculum.

3. Enhance undergraduate program opportunities in mathematics, science, writing across the curriculum, and computer literacy.

4 Involve undergraduate students in research, scholarly, community service, experiential, and other capstone experiences.

F. Develop and implement a means of assessing student mastery of the core curriculum.

G. Develop undergraduate programs that will ensure that students acquire desired outcomes based on contemporary academic standards and outcome measures.

H. Assist students in timely graduation by management of schedules and improved advising.

I. Hire faculty who have attained terminal degrees or those who, at the time of appointment, have an acceptable plan for degree completion, and encourage and support faculty who do not have terminal degrees to pursue the terminal degree.

J. Strive to provide faculty with computers, laboratory and research equipment, materials, facilities, and other "tools of the trade."

K. Require and provide for continuing professional and pedagogical faculty and staff development.

L. Faculty will continue their significant participation in the teaching, research, and service components of the institution.

M. Ensure the transferability of the core curriculum and other appropriate courses among the Regental institutions.

N. Institutions will continue to review opportunities to enhance student learning by sharing instructional expertise within common disciplines.

O. Academic programs will reflect discipline needs for an effective learning experience while ensuring efficiency in program delivery.

II. FOCUS AND SELECTIVELY IMPROVE GRADUATE AND PROFESSIONAL PROGRAMS CONSISTENT WITH INSTITUTIONAL MISSIONS AND WHICH ADDRESS THE NEEDS OF THE STATE AND REGION.

A. Maintain graduate programs at a level which will meet appropriate accreditation and licensure requirements.

B. Ensure that graduate programs have a critical mass of students and faculty to provide breadth, depth, and quality faculty-student interaction.

C. Limit graduate programs to those areas which have research components or other scholarly activity appropriate to the discipline and require all graduate degrees to have a thesis or other scholarly activity appropriate to the discipline.

D. Shape campus research plans which are complementary across disciplines and appropriate to institutional mission.

E. Recognizing that faculty research and scholarly activity are basic components of a contemporary university, promote, where possible, faculty research and expertise that will be supportive of the state's overall development and solution of problems.

F. Ensure that graduate programs meet the needs of the State of South Dakota.

G. Develop strategies for supplemental external funding for faculty appointments to provide support for creative and scholarly activity.

H. Develop strategies to secure state funding for research programs with statewide impact.

I. Increase support for a sufficient number of competitively-funded graduate students.

J. Fund new graduate programs primarily through reallocation of existing resources.

K. Utilize the state's membership in WICHE to provide access to a greater variety of graduate programs at reduced rates without having to develop programs in South Dakota.

III. CREATE A QUALITY TEACHING AND LEARNING ENVIRONMENT THAT CULTIVATES THE INTELLECT, CHARACTER, AND SPIRIT THROUGH EDUCATION AND EXPERIENCE.

A. Provide adequate library resources, computer laboratories and other technical resources.

B. Provide a set of intellectually stimulating co-curricular experiences.

C. Provide experiences which will enable students to develop a greater appreciation for the environment and the various contexts in which it can be viewed.

D. Provide opportunities for students as spectators and participants in a variety of cultural activities.

E. Accommodate students by providing a living/learning environment which is safe, aesthetically pleasing, friendly to the student, and conducive to learning.

F. Assure the availability of diverse residential facilities to accommodate a variety of living options.

G. Ensure that university and system policies are fair and equitable, and that expectations and consequences are clearly articulated.

H. Assign higher priority to advising, and in the evaluation of faculty, emphasize the importance of advising.

I. Provide flexible and practical alternatives for non-traditional students, including course schedules and support services.

J. Develop adequate student financial aid so that students can focus their efforts on their university experience.

K. Provide affordable health insurance options and emphasize wellness for the campus community as an important factor of life and as a means of reducing medical care costs.

L. Strengthen student organizations and encourage greater participation of students in the organizations.

M. Provide leadership development opportunities for students and staff.

N. Provide structured experiences which will enable students to include moral and ethical value perspectives on making decisions.

IV. DEVELOP APPROPRIATE AREAS OF EXCELLENCE WHICH PROMOTE AND ENCOURAGE SCHOLARLY ACTIVITY.

A. Identify existing programs across the system which currently enjoy national or regional recognition.

B. Identify potential programs for achieving regional and national excellence at each institution.

C. Ensure that centers of excellence programs are sufficiently supported with base funds to be housed and equipped adequately, and have appropriate technical support and O&M funds.

D. Fund research and scholarly activity in programs of emphasis at each institution consistent with institutional mission.

E. Expand selected research institutes that are appropriate for the institution.

F. Build upon initiatives like the Experimental Program to Stimulate Competitive Research (EPSCoR) to become nationally competitive and recognized in selected research areas.

G. Recognize that research is fundamental to graduate instruction and an essential complement to undergraduate instruction.

H. Strongly encourage interdisciplinary research and scholarly activity.

I. Ensure that institutional policies are supportive of creative and scholarly activity.

J. Create intrastate centers of excellence supporting South Dakota's economic development infrastructure and long term plans.

V. EMBRACE AND ENCOURAGE PLURALISM AND AN INTERNATIONAL PERSPECTIVE.

A. Prepare students to live and function in a diverse world.

B. Seek student, faculty and staff profiles that reflect heterogeneity with respect to gender, race, and ethnicity.

C. Foster a greater understanding and appreciation of diverse cultures at the campus through campus cultural activities and general campus ambiance.

D. Provide appropriate support services to the student body which will enhance the success of students with diverse backgrounds and cultures.

E. Recruit faculty and staff with a view toward heterogeneity with respect to gender, race, and ethnicity, recognizing that additional resources may be required to recruit.

F. Sensitize faculty and staff to the need for greater understanding and appreciation of diverse cultures.

G. Reflect cultural diversity and an awareness in the core curricula of the multi-cultural dimensions of the nation and the world.

H. Seek opportunities which will provide students, faculty and staff with culturally diverse experiences.

I. Sensitize the general public to the need for greater student and faculty diversity on each campus.

J. Continue agreements and programs to attract a diverse student body at each of the Regental institutions.

VI. PROVIDE INSTITUTIONAL FLEXIBILITY AND EXPECT RESPONSIBLE AND ACCOUNTABLE MANAGEMENT OF SYSTEM RESOURCES.

A. Complete the review of the Regents Policy Manual and campus policy manuals, and add policies where appropriate.

B. Expect senior management to develop procedural manuals for their respective positions and responsibilities.

C. Simplify and standardize data reporting with a view toward minimizing staff reporting requirements.

D. Refine and standardize administrative data systems and develop management reports that provide comparisons to regional and national data, as well as system and intra-campus reports.

E. While recognizing the uniqueness of the higher education enterprise, comply where appropriate with administrative rules and policies of state government in areas such as purchasing, and participate in statewide initiatives to improve administrative effectiveness.

F. Ensure that appropriate quality data are available as institutions assess qualitative goals, accreditation standards and demonstrate results for program improvement at the campus level.

G. Continue to refine the *Fact Book* and associated accountability reports.

H. Implement an internal auditing procedure across the system.

I. Ensure a reasonable level and adequate depth of administrative structure consistent with norms of peer institutions.

J. Improve systemwide, intra-campus, and inter-campus communications.

K. Strengthen the council structure used to staff issues across the system.

L. Improve in comparative rankings with respect to institutional support, academic support, and student support.

VII. FOSTER COLLABORATIVE RELATIONSHIPS WITHIN THE REGENTAL SYSTEM AND WITH GROUPS AND INDIVIDUALS EXTERNAL TO THE UNIVERSITY SYSTEM.

A. Seek greater collaboration among Regental institutions and encourage mutual promotion of the system institutions.

B. Improve our working relationship with K-12 education by encouraging greater involvement of education and other faculty with K-12 problems and issues.

C. Provide better feedback to high schools in performance of graduates, consistent with statutory requirements on privacy.

D. Continue developing affiliation agreements with private, tribal and vocational-technical institutions.

E. Serve as partners with public and private entities which promote economic development of the state and seek to expand such partnerships.

F. Extend the services of various campus cultural entities to more citizens and communities in South Dakota.

G. Strengthen and maintain relationships with external organizations such as the American Council on Education (ACE), American Association of State Colleges and Universities (AASCU), National Association of State Universities and Land Grant Colleges (NASULGC), American Association of Colleges (AAC), North Central Association (NCA), National Collegiate Athletic Association (NCAA), and National Association of Intercollegiate Athletics (NAIA).

H. Involve our alumni and friends in advocacy, exchange of information, and campus participation as appropriate.

I. Develop means for ongoing dialogue with multiple partners with interest in higher education in South Dakota.

J. Develop a process for responding to questions of awarding academic credit prior to individual participation in educational activity outside of the Regental System.

VIII. INCREASE THE PUBLIC'S AWARENESS OF AND APPRECIATION FOR A QUALITY PUBLIC HIGHER EDUCATION SYSTEM.

A. Convey the importance of quality higher education to the public through a more proactive communications program.

B. Coordinate the efforts of the state's political and business leaders with Regental efforts to deliver the message of the importance of a quality higher education system to the state's quality of life and as a source of solution to the state needs.

C. Ascertain the concerns or issues of South Dakotans and develop responses to address them.

D. Provide more systemwide support of public communications from the Board office with proper attention to system and using campus strengths and unique features.

E. Seek a greater understanding of how higher education relates to the day-to-day successes and concerns of South Dakotans and provide appropriate responses from the Regental System through the Board Office.

IX. SEEK ADEQUATE FUNDING FROM A VARIETY OF SOURCES TO ACCOMPLISH INSTITUTIONAL MISSIONS.

A. Determine appropriate shares of state, student, and external support.

B. Preserve full funding of the instructional formula.

C. Seek a broader formula for securing funds for higher education to include more than the existing instructional support formula.

D. Seek funding to reach the goal of 90% of the average faculty salaries in the Oklahoma State University national survey; 90% of the average for exempt salaries based on a review of peers and current needs analysis; and 90% of the average for cooperative extension agents based on the USDA extension agent survey.

E. Encourage increased pursuit of external funding.

F. Increase successful grant applications.

G. Strengthen fundraising capability at each institution.

H. Continue long-term review of opportunities for system efficiencies.

X. SEEK COMPETITIVE COMPENSATION FOR REGENTS EMPLOYEES.

A. Pay competitive salaries based on the markets from which we recruit.

B. Provide benefits competitive with those customarily found in the profession.

C. Provide adequate faculty and staff development opportunities.

D. Ensure that faculty and staff are provided facilities and equipment consistent with reasonable professional expectations.

E. Explore additional support services or strategies such as day care to assist employees in job performance and satisfaction.

F. Develop a consistent salary policy and pay ranges for those employees not covered by COHE.

G. Ensure that the campus is a hospitable and affirming work environment, free from discrimination and harassment.

H. Provide personal and professional support to all employees.

XI. PROVIDE AND MAINTAIN APPROPRIATE FACILITIES AND EQUIPMENT.

A. Seek funding equivalent to 1.5% of the replacement value of institutional physical plants to provide for maintenance and repair.

B. Develop a formula factor to address adequate capital assets consistent with institutional program and mission.

C. Continue to explore new funding mechanisms and alternate debt structures for facilities and equipment.

D. Integrate current technology into the purchasing policies and procedures to enable a faster turnaround of approvals and to reduce paperwork associated with purchasing process, especially for research equipment.

E. Communicate the increasing cost of compliance with regulatory requirements such as handicapped renovation, Americans with Disabilities Act, asbestos abatement, or environmental standards from state and federal agencies and seek appropriate state funding to comply with those requirements.

F. Strengthen decision-making on new facilities through implementation of a process that provides greater emphasis on planning at earlier decision points.

G. Include facility and space utilization data as basis for determining institutional and system priorities for new facilities.

XII. MAXIMIZE THE DELIVERY OF PROGRAMS AND SERVICES THROUGHOUT THE STATE THROUGH THE USE OF ADVANCED TECHNOLOGY AND OTHER INNOVATIVE DELIVERY SYSTEMS.

A. Provide a fully integrated Regental approach to extending access to higher education opportunities through cost effective and affordable telecommunications.

B. Work cooperatively with the state's educational television network to expand educational offerings.

C. Share faculty and staff expertise and facilities among institutions across the system to maximize services to students.

D. Provide appropriate instructional training for faculty in the successful use of new technology, especially interactive video instruction.

E. Provide maximum similarity in studio facilities at each campus to ease the utilization of these facilities by system faculty and staff in interactive instruction.

F. Anticipate changes in the assignment of work and in the employment of faculty from other institutions, other states, other nations as interactive technology is integrated into the system.

G. Participate with WICHE to further maximize educational opportunities for South Dakotans.

H. Utilize distance learning to strengthen partnerships with K-12 education.

I. Make the universities a tool for teleconferencing in support of other state agencies, as well as business and industry.

J. Support the automated library network system (PALS) and maximize its utilization across the system in reducing unnecessary duplication in library collections.

K. Integrate the use of technology in delivering instruction for on- and off-campus students.

XIII. PROVIDE ACCESS TO HIGHER EDUCATION OPPORTUNITIES.

A. Ensure that South Dakota citizens have access to undergraduate and graduate degree program opportunities.

B. Provide access to residential higher education experiences for student populations.

C. Provide undergraduate and graduate programs through the use of alternative delivery methods to students who require instruction at times and locations convenient to the learner.

D. Extend access to undergraduate curriculum to high school students who are prepared to undertake college credit courses while completing their high school curriculum.

E. Seek means for extending student access to faculty expertise across the Regental System.

F. Continue the development of an integrated Regental System approach to public higher education in the Sioux Falls area.

G. Explore opportunities for additional cooperative programs.

F. Develop a long term plan for determining the participation in higher education by South Dakota residents.

G. Develop projections for on- and off-campus enrollments for the Regental institutions.

BENCHMARKS OF ACHIEVEMENT

Directions outlined in this plan for South Dakota higher education provide a foundation for activities of the system and its individual institutions for the close of this century. Expectations that progress will be made on these directions provides institutional and system leadership with a map for gauging incremental contributions to desired outcomes. Whether or not specific directions can be achieved will depend upon many multiple factors, some manageable by higher education leadership and others beyond the influence of the higher education community. Nevertheless, it is instructive to system and institutional leaders to have a means for measuring achievement. It is also beneficial to state policymakers and the citizenry to have an appreciation of the direction taken by higher education in the state.

Benchmarks of achievement will permit the Board of Regents to show overall progress in attaining the directions outlined for the system and institutions. It is impossible to capture all of the activities that take place within the university community. In addition, the complexity of learning and developing individual skills and talents defies simple communication. Thus, benchmarks are not all inclusive and all directions are not measured. To even attempt to do so would require the creation of a massive data collection, storage, and analysis model that would bury any observer in enormous detail. It is useful, however, to have indicators of progress that can provide an overview of dynamics in higher education. To this end, the "Benchmarks of Achievement" have been developed to offer information about the general progress made in the higher education system. By establishing baseline information and directional targets, benchmarks will present interested observers with a basis for reviewing progress at integral points. This accountability vehicle will greatly assist constituents in understanding higher education in South Dakota.

- **Benchmark 1.** The proportion of entering students that exceed the Board minimum secondary curriculum standards for admission or the required minimum ACT sub-tests scores.

- **Benchmark 2.** The proportion of graduates demonstrating proficiency in their academic disciplines.

- **Benchmark 3.** The proportion of students graduating with less than 120% of the credit hours required for graduation in their first degree program.

❑**Benchmark 4.** The proportion of new faculty who have attained or have an acceptable plan for terminal degree completion.

❑**Benchmark 5.** The proportion of faculty who have attained or have an acceptable plan for terminal degree completion.

❑**Benchmark 6.** Proportion of undergraduate and graduate programs that meet appropriate discipline accreditation and licensure requirements.

❑**Benchmark 7.** Proportion of undergraduate and graduate students who meet or exceed appropriate discipline accreditation and licensure requirements.

❑**Benchmark 8.** Proportion of programs that have adequate student enrollment.

❑**Benchmark 9.** Value of, or access to, library resources as indicator of quality learning environment.

❑**Benchmark 10.** Student access and/or use of computers as indicators of quality of learning environment.

❑**Benchmark 11.** Increase value of externally funded scholarship and research per FTE faculty member.

❑**Benchmark 12.** Number of demonstrations or illustrations of scholarship.

❑**Benchmark 13.** Proportion of faculty, staff, and students from minority populations.

❑**Benchmark 14.** Improvements in gender balance in faculty and staff.

❑**Benchmark 15.** Ratio of institutional, academic and student support in comparison to appropriate norms.

❑**Benchmark 16.** Number of joint and cooperative degree programs involving two or more regental institutions.

❑**Benchmark 17.** Number of collaborative programs (credit and non-credit) with non-higher education institutions.

❑**Benchmark 18.** Improvement in citizen views toward South Dakota higher education.

- ❑**Benchmark 19.** Improvement in annual reporting of information disseminated through public media.
- ❑**Benchmark 20.** Support per FTE student from state, student and external sources.
- ❑**Benchmark 21.** Enhance economic contributions made to state and communities.
- ❑**Benchmark 22.** Improvements in annual review of quality of life contributions in communities.
- ❑**Benchmark 23.** Ratio of salaries to comparative markets for all employees
- ❑**Benchmark 24.** Ratio of facility M & R support to replacement value of facilities.
- ❑**Benchmark 25.** Ratio of capital assets replacement funding to value of capital assets inventory.
- ❑**Benchmark 26.** Number of courses taught through a technological delivery mode.
- ❑**Benchmark 27.** Student enrollment in courses taught by technological delivery mode.
- ❑**Benchmark 28.** Improvements in international activities.

Many Benchmarks of Achievement will contribute to multiple directions of institutional activities. Table I is provided so the reader can identify the various ways institutions may gauge progress with respect to particular directions.

TABLE I

ACCESS TO QUALITY DIRECTIONS

BENCHMARKS	I. Quality Upgrade	II. Grad/Prof	III. Environment	IV. Scholarship	V. Pluralism	VI. Managing Resources	VII. External Relations	VIII. Awareness	IX. Funding	X. Compensation	XI. Facilities/ Equipment	XII. Tech. Delivery	XIII. Access
1) Exceed Standards	X		X										
2) Proficiency	X												
3) 120% of Credit hours	X												
4) New Faculty Degrees	X	X	X										
5) Faculty Degrees	X	X	X										
6) Programs Accredited	X	X	X										
7) % Students Discipl. Accred.	X	X	X										
8) Programs with critical mass	X	X	X										
9) Library Resources	X	X	X	X									
10) Computer Resources	X	X	X	X									
11) Ext. Funds Per FTE		X		X		X			X				
12) Scholarship		X		X									
13) Minorities			X		X								
14) Gender Balance					X								
15) Support Ratios	X	X				X			X				

BENCHMARKS	I. Quality Upgrade	II. Grad/Prof	III. Environment	IV. Scholarship	V. Pluralism	VI. Managing Resources	VII. External Relations	VIII. Awareness	IX. Funding	X. Compensation	XI. Facilities/ Equipment	XII. Tech. Delivery	XIII. Access
16) Regental Collabor. Prgs.			X		X		X						X
17) Non H.E. Collabor. Prgs.			X		X		X						
18) Citizen Views								X					
19) Media								X					
20) Resources per FTE						X			X				
21) Economic Contributions								X					
22) Quality of Life								X					
23) Salaries/ Markets				X		X				X			
24) M&R Value	X	X	X	X		X					X		
25) Asset Value	X	X	X	X		X					X	X	
26) Courses/ Technology												X	X
27) Students/ Technology												X	X
28) International Activities	X				X								

ACKNOWLEDGEMENTS AND SOURCES

In the preparation of this document, a number of statewide plans were reviewed. While there is much commonality among the plans in the emphasis of areas such as undergraduate education, service to the state, and adequate resources, the method of presentation differs significantly. One of the more useful sources was the 1991 University of Hawaii Master Plan, *A Statewide System and Beyond*, authored by Dr. Richard H. Kosaki. Listed below are other reports which were reviewed in the process.

An Action Agenda for Illinois Higher Education: Improving Quality, Cost Effectiveness, and Accountability in the 1990's, Board of Higher Education; State of Illinois; 1990

Challenges and Opportunities for Nebraska Higher Education, Final Report to the LB247 Postsecondary Education Study Committee; State of Nebraska; 1990

Current Population Trends in South Dakota, The State Data Center; School of Business; University of South Dakota; 1991

Investing in Connecticut's Future, A Strategic Plan for Higher Education; Board of Governors for Higher Education; State of Connecticut; 1989

Investing in People, The Maryland Plan for Postsecondary Education; Maryland Higher Education Commission; 1991

Long Range Planning 1986-1991, The University of North Carolina Board of Governors; 1987

Master Plan for Texas Higher Education, Texas Higher Education Coordinating Board; 1990

Mission, The University of Wisconsin System; 1989

Partners for Progress, North Dakota University System; 1990

Proposed USHE Institutional Categories and Accompanying Criteria, Utah System of Higher Education Memorandum; September 5, 1990

Q-7: Quality on the Line, Report of the Blue Ribbon Commission on Access and Quality in the Minnesota State University System; 1990

Report of the Missouri Business and Education Partnership Commission, State of Missouri; 1991

Statewide Plan for Higher Education, State of Idaho Board of Education; 1991

Toward the Year 2000, Arizona Board of Regents; 1991

The University of Maine System, University of Maine Board of Trustees; 1991

University Strategies for the 21st Century, MGT of America, Inc. 1991

Wisconsin Ideas, "Issues of the 90's"; The University of Wisconsin

South Dakota State Data Center, 1993 South Dakota Community Abstracts, State Data Center, Business Research Bureau, USD, Vermillion; 1994

Charting Higher Education Accountability, Education Commission of the States; 1994

The Closing Gateway, The California Higher Education Policy Center; 1993

Performance Indicators Report, State University of New York; 1994

The Status of Higher Education in Tennessee, Tennessee Higher Education Commission; 1994

University of Houston System Strategic Planning Process, University of Houston System Administration; 1995

Strategies for Improvement, Productivity Enhancement for Arkansas Higher Education, Arkansas State Board of Higher Education; 1994

Access to Success: Accommodating Student Enrollment Demand for Colorado Higher Education, Colorado Commission on Higher Education; 1994

SENATE CONCURRENT RESOLUTION NO. 1

A CONCURRENT RESOLUTION, Supporting the access of qualified people to affordable, quality higher education opportunities in the South Dakota system of universities and supporting an efficient system.

WHEREAS, the public higher education system in the United States was built on the premise that all qualified citizens, regardless of economic standing, should have access to affordable, quality higher education as a way to improve themselves and their way of life; and

WHEREAS, enrollment in the South Dakota system of universities has grown in recent years but still lags the national level of participation; and

WHEREAS, South Dakota needs to provide opportunities for its citizens to improve themselves and their economic standing; and

WHEREAS, South Dakota needs to assure itself of a trained and available workforce to continue to attract jobs for its growing economy;

NOW, THEREFORE, BE IT RESOLVED, by the Senate of the Seventieth Legislature of the State of South Dakota, the House of Representatives concurring therein, that the state's public policy should be to encourage and promote access to affordable, quality higher education as a means to strengthen the state's workforce and improve the economic future of South Dakota and its residents; and

BE IT FURTHER RESOLVED, that the Legislature request the Board of Regents prepare a five-year participation and enrollment plan for higher education; and

BE IT FURTHER RESOLVED, that the Legislature promote and encourage the Board of Regents to adopt a long-term plan to support efficiencies at all institutions under its control.

SENATE CONCURRENT RESOLUTION NO. 2

A CONCURRENT RESOLUTION, Expressing legislative support of the instructional formula as a performance-based mechanism to fund higher education.

WHEREAS, the Board of Regents recognizes goals for the role of higher education in South Dakota that include:

(1) To provide post secondary educational programs for the sons and daughters of South Dakota citizens;

(2) To prepare the next generation of professional workers who will competently compete for positions throughout the international, national, regional, and state economies;

(3) To meet the needs of South Dakota citizens for university programs that will improve their opportunities for personal advancement and achievement;

(4) To provide citizens with access to an appropriate menu of associate, baccalaureate, and graduate degrees;

(5) To offer access to university programs that are sensitive to students' restrictions on time and place for their educational experience;

(6) To serve as the principal component of and support for the state's research and development infrastructure;

(7) To be a catalyst for enhancing services performed by other sectors of the state's life such as business, government, and public education;

(8) To provide students with an opportunity to prepare themselves for the global world through experiences that promote an understanding of diversity;

(9) To graduate students that demonstrate competencies in communications, analytical skills, problem solving, applications of contemporary technologies, and substantive expertise in a selected field of study; and

(10) To extend all services in a manner that is cost effective while protecting the state's investment in its facilities and intellectual capital; and

WHEREAS, the instructional formula is a performance funding approach based on actual number of students taught and the actual number of classes or credit hours taken at South Dakota public universities; and

WHEREAS, the instructional formula provides funding for an appropriate number of instructors based upon the level of instruction and the nature of course content; and

WHEREAS, funding the instructional formula has allowed the universities to respond to the increased student demand for higher education; and

WHEREAS, higher education must continue to enhance its support for South Dakota's economic development; and

WHEREAS, the following are examples of efficiencies developed and implemented by the South Dakota Board of Regents over the past five years:

(1) The South Dakota higher education system has initiated a reorganization in order to shift resources from administration to instruction. This has most recently been done at South Dakota School of Mines and Technology and Dakota State University; and

(2) 1,577 courses and 86 low enrollment programs have been eliminated since FY91; and

WHEREAS, South Dakota institutions of higher education have produced quality graduates with resources that are below national norms for higher education as illustrated by:

(1) Instructional unit costs in South Dakota are $1,611 per credit hour compared to $2,722 nationally;

(2) Administrative costs in South Dakota are $553 per student FTE compared to $1,152 nationally; and

(3) State support per FTE student in South Dakota is $3,473 compared to the national average of $4,362; and

WHEREAS, current state funding approaches to higher education require on-going institutional efficiencies to meet all inflationary costs in base budgets and needs for investments in program enhancements and improvements:

NOW, THEREFORE, BE IT RESOLVED, by the Senate of the Seventieth Legislature of the State of South Dakota, the House of Representatives concurring therein, that the higher education instructional formula be maintained as a performance-based measure to fund delivery of instruction at the South Dakota public universities.

BE IT FURTHER RESOLVED, that the Board of Regents be encouraged to continue its examination of feasible procedures to reduce the total cost of higher education through the consolidation of programs and services, the utilization of distance learning and inter-institutional cooperation, and sharing of system resources.

BE IT FURTHER RESOLVED, that the Board of Regents review elements of the instructional formula including which students should be included, review the proper level of state support for each student, review the appropriate factors for instructional allocation, contemporary support for O & M factors, recognition of administrative and student support services costs, and inclusion of factors recognizing the growing use of technology to deliver educational services.

SENATE CONCURRENT RESOLUTION NO. 3

A CONCURRENT RESOLUTION, Recognizing that students at South Dakota public higher education institutions pay a relatively high portion of the costs of their education and supporting a position of holding or lowering the proportion of costs paid by the students.

WHEREAS, the proportion of the total educational costs paid by students has increased from 26.7 percent in Fiscal Year 1980 to an estimated 41 percent in Fiscal Year 1995; and

WHEREAS, South Dakota's resident undergraduate students rank second highest in the region in the actual amount they pay for tuition and mandatory fees; and

WHEREAS, federal financial aid has declined as a source of assistance to students in paying college costs; and

WHEREAS, students are increasingly dependent on loans to pay the costs of their education resulting in larger debts of unsubsidized loans; and

WHEREAS, South Dakota's per capita income does not allow flexibility for most families to afford a college education without financial assistance; and

WHEREAS, the measure of state support as shown by appropriation-per-student ranks lowest in the region:

NOW, THEREFORE, BE IT RESOLVED, by the Senate of the Seventieth Legislature of the State of South Dakota, the House of Representatives concurring therein, that the state recognize that students pay a relatively high portion of the costs of their higher education; and

BE IT FURTHER RESOLVED, that the state encourage a higher education policy objective to retain or reduce the current proportion of costs paid by students and their families.

UNIVERSITY OF SOUTH DAKOTA
MISSION STATEMENT

The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education. The university's mission is to provide graduate and undergraduate programs in the liberal arts and sciences and in professional education; to promote excellence in teaching and learning; to support research, scholarly and creative activities; and to provide service to the State of South Dakota and the region.

Purpose: In keeping with the objectives mandated by SDCL 13-57-1, the University of South Dakota meets the needs of the state and region by providing undergraduate and graduate programs in the liberal arts and sciences, business, education, fine arts, law, and medicine.

Degrees are authorized at the associate, baccalaureate, masters, education specialist, and doctoral levels.

The following curriculum is approved for the university:

A. Undergraduate Programs

Baccalaureate programs in the arts and sciences, fine arts, education, business, and medicine (medical technology).

B. Graduate Programs

Masters degrees in accounting, administrative studies, anatomy and structural biology, applied music, the arts (including fine arts), biochemistry and molecular biology, biology, business administration, chemistry, communication disorders, computer science, economics, educational administration, counseling of psychology in education, elementary education, engineering management, English, health, physical education and recreation, history, history of musical instruments, management information systems, mass communication, mathematics, microbiology, music literature, music education, natural sciences, occupational therapy, physical therapy, physiology/pharmacology, political science, psychology, public administration, secondary education, interdisciplinary studies, sociology, special education, speech communication; specialist degree in education; Juris Doctor degree; doctor of medicine degree; and doctoral degrees in psychology, English, education, basic medical sciences (biochemistry and molecular biology, physiology/pharmacology, anatomy and structural biology, and microbiology), and a joint doctoral program in biological sciences with South Dakota State University.

Professional programs in law, medicine, business, fine arts, education (including elementary, secondary, and college teaching, counselor education, special education, and school administration); associate degree programs in nursing and dental hygiene; baccalaureate programs in dental hygiene, and medical technology; and master's programs in occupational and physical therapy.

C. Scholarship

The university promotes research and scholarly and creative activities that reflect the interests and abilities of its faculty and that contribute to the knowledge and resources of the state and the region, and the disciplines represented by its programs.

The university maintains a fundamental commitment to excellence in teaching and learning, and considers ongoing research and scholarly and creative activities essential to both faculty development and an enriched learning environment.

D. Public Service

The university offers public service to the state and region consistent with the approved programmatic authorization listed below.

The following approved centers and organizational units provide service to the state: Black Hills Fine Arts Center; Business Research Bureau; Business Opportunity Center; Center for Developmentally Disabled; Child Development Research Laboratories; Child Welfare Training Institute; Educational Research and Service Center; Governmental Research Bureau; Institute for Study of Rural Banking and Financial Markets; Institute of American Indian Studies; International Studies Center; Psychological Services Center; Shrine to Music Museum and Center for Study of History of Musical Instruments; Social Science Research Institute; South Dakota Center for Law and Civic Education; South Dakota Council on Economic Education; South Dakota Fine Arts Resource Center; South Dakota Psychiatric Services Research Institute; South Dakota Law Review; South Dakota Review; Speech and Hearing Clinic; State-Wide Educational Services Telecommunications Center; University Art Galleries; USD Archeology Laboratory; University of South Dakota Press; West River Graduate Center.

E. Continuing Education

The university provides opportunities for continuing education and outreach education throughout the state and the region. State-Wide Educational Services, the authorized center for such services, offers the following programs: Independent Study; Interactive Telecommunications Courses; Program and Courses at the Sioux Falls Center for Public Higher Education; University Telecourses; Video Teleconferences; Off-Campus Classes; Conferences, Institutes, and Alumni Education.

In addition, the university offers workshops and institutes both on- and off-campus to professionals throughout the state.

F. **Off-Campus Delivery**

The university furnishes outreach educational and cultural programs, consulting, and applied research, and provides clinical services for both campus and off-campus communities.

In addition to those services and programs listed above, the university fulfills its responsibility to provide educational opportunities to citizens throughout the state by means of the Rural Development Telecommunications Network and other technologies.

Recognizing its responsibility to preserve and transmit our cultural heritage, the university promotes awareness of cultural diversity. Through teaching, research, and service activities, it fosters an appreciation of the contributions and the culture of the American Indian population. It seeks to enhance international awareness within the university community and the communities it serves.

SOUTH DAKOTA STATE UNIVERSITY MISSION STATEMENT

The central mission of South Dakota State University is to serve through teaching, research, and extension activities, as the state's land-grant institution. Our first mission, then is undergraduate and graduate education from the freshmen to the doctoral level. This priority is achieved through selected high quality academic, professional, extra-curricular and recreational programs. Our second mission is to conduct nationally competitive strategic research, scholarly and creative activities. Our third mission is the transfer of knowledge, especially to the citizens of South Dakota, through the Cooperative Extension Service and other entities.

The university fulfills these missions through the following activities:

A. Undergraduate Programs

Baccalaureate programs in the arts and sciences; an associate degree program in general agriculture; a certificate program in flight training; and vocational education and training in agriculture, technology, and service management.

Professional baccalaureate programs in agriculture, engineering, home economics, nursing, secondary teacher education and the basic physical, biological, and social sciences.

B. Graduate Programs

Masters degrees in agricultural education, agricultural engineering, agronomy, animal science, biology, chemistry, counseling and human resource development, curriculum and instruction, dairy science, economics, educational administration, engineering, English, entomology, geography, health, physical education and recreation, home economics, industrial management, journalism, mathematics, microbiology, nursing, plant pathology, pharmaceutical science, physics, sociology, speech, and wildlife and fisheries sciences. A professional doctorate in pharmacy and doctoral programs in agronomy, animal science, chemistry, sociology, and joint doctoral programs in biological sciences with the University of South Dakota and atmospheric, environmental and water resources with South Dakota School of Mines and Technology. A doctoral program in agricultural engineering is offered cooperatively with Iowa State University.

C. **Scholarship**

Basic and applied research consistent with the land-grant mission, statutory mandates and program authorizations listed above and scholarship and creative activities in all academic disciplines.

D. **Public Service**

Services through the following approved centers and organizational units include: The Agricultural Experiment Station; Antelope Livestock and Range Research Station, Buffalo; Beef Breeding Research Unit, Brookings; Beef and Sheep Nutrition Unit, Brookings; Central Crops and Soils Research Station, Highmore; Cow/Calf Teaching and Research Unit, Brookings; Dairy Research and Training Facility, Brookings; Dakota Lakes Research Farm, Pierre; N.E. Hansen Research Farm, Brookings; Northeast Research Station, Watertown; Plant Science Research Farms, Brookings and Aurora; Range and Livestock Research Station, Cottonwood; Sheep Research and Training Center, Brookings; Southeast South Dakota Research and Extension Center, Beresford; Swine Research and Teaching Unit, Brookings; West River Agricultural Research & Extension Center, Rapid City; Animal Disease Research and Diagnostic Laboratory; Cardiac Rehabilitation Program; Career and Academic Planning Center; Census Data Center; Center for Innovation, Technology and Entrepreneurship; Center for Power Systems Studies; Cooperative Extension Service; Energy Analysis and Diagnostic Laboratory; Engineering and Environmental Research Center; Engineering Extension; Family Resource Management Center; Family Resource Network; Foundation Seed Stocks; Ground Source Heat Pump Laboratory; Helen Young Preschool; Image Processing Laboratory; McCrory Gardens and State Arboretum; Microelectronics Materials Laboratory; Northern Great Plains Water Resources Research Center; Northern Plains Biostress Laboratory (Genetics and Plant Breeding; Animal Stress; Natural Resources and Native Germ Plasm; Water Quality and Wetlands; Cellular and Molecular Biology) Oak Lake Field Station; Office of Remote Sensing; Prairie Repertory Theatre; The Ritz Gallery; Seed Testing Laboratory; Sioux Falls Center for Public Higher Education; Soil Testing Laboratory; South Dakota Art Museum; South Dakota Cooperative Fish and Wildlife Research Unit, Brookings; Speech-Language-Hearing Clinic; State Chemical Laboratory; State University Theatre; Transportation Technology Transfer Center; University and Industry Technology Services; Water Resources Institute; The Wellness Center; West River Graduate Center.

E. **Continuing Education**

South Dakota State University has a mission and responsibility for delivering credit and non-credit offerings to locations across state, region, and world. These efforts include courses, workshops, and degrees. These also include educational services to the Sioux Falls Center for Public Higher Education, the West River Graduate Center at Ellsworth Air Force Base in Rapid City, the Capital University Center in Pierre (CUC), Nursing Upward Mobility, Telecommunications Network offerings, and numerous other distance

education classes, workshops and other services.

F. Off-Campus Delivery

Outreach programming provides coordinated support for distance educational programs and as such serves as a conduit for the university's service mission. Outreach programming is designed to deliver both state and self-support education through on-site or distance education credit courses, non-credit conferences, short courses, and workshops. These offerings include classes and degree work offered via telecommunications, dual credit satellite courses to high schools, videotaped classes to remote nursing sites, Internet classes, and a variety of internship, clinical and related experiences. Special credit and non-credit classes are also offered to assist agriculture and industry with the upgrading of skill levels.

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY MISSION STATEMENT

The role of the South Dakota School of Mines and Technology is that of a technological university specializing in undergraduate and graduate education emphasizing science and engineering. Degrees are authorized at the baccalaureate, masters, and doctoral levels.

The following curriculum is approved for the University:

A. Undergraduate Programs

Professional Baccalaureate Programs in Engineering and Science

Baccalaureate degree programs in chemical, mining, civil, electrical, computer, geological, mechanical, industrial, and metallurgical engineering; mathematics, physics, chemistry, computer science, geology, and interdisciplinary sciences; and participation in the West River Nursing Consortium.

B. Graduate Programs

Masters degrees in chemical engineering, civil engineering, computer science, electrical engineering, geology and geological engineering, materials engineering and science, mechanical engineering, meteorology, paleontology, and technology management. Doctoral programs in geology and geological engineering, materials engineering and science, and atmospheric, environmental and water resources. The doctoral program in atmospheric, environmental and water resources is cooperative with South Dakota State University.

C. Scholarship

Research - basic and applied - and scholarly and creative activities that reflect the interests and activities of its faculty and are consistent with the programs authorized above. Inherent within the research function of the university is an expectation that externally sponsored research is a priority of the various faculties, particularly those engaged in graduate instruction.

D. Public Service

Basic and applied research and services through the following approved organizational units: Academic Services Center, Advanced Composites for Engineering Systems Laboratory; Black Hills Natural Sciences Field Station;

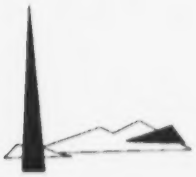
Computer Integrated Manufacturing Laboratory; Instructional Technology Services; Devereaux Library; Earth Systems Environmental Laboratory; Engineering and Mining Experimental Station; Geological Information System Laboratory; Hands on Museum for Children; High Plains Center for Technology; Institute for Atmospheric Sciences; Ivanhoe International Student Center; Mining and Mineral Resources Research Institute; Minority Student Center; Museum of Geology; New Galley; Scientific Knowledge for Indian Learning and Leadership Program; South Dakota Space Grant Consortium, Technical Assistance Program.

E. Continuing Education

Continuing education opportunities, outreach, and public service to the state and region as well as some national and international needs consistent with the approved programmatic authorization listed above.

F. Off-Campus Delivery

Faculty are involved in the delivery of off-campus instruction to serve the needs of the state. The institution is an active participant in providing instructional courses through electronic distance learning techniques.



BLACK HILLS STATE UNIVERSITY MISSION STATEMENT

The role of Black Hills State University is that of a liberal arts university providing programs in the liberal arts and sciences; education with special emphasis on the preparation of elementary, middle level, and secondary teachers; human services; wellness; business, travel industries management and tourism. Complementing these programs is a series of pre-professional, one and two-year terminal, and junior college programs. Degrees are authorized at the associate, baccalaureate, and masters level.

The following curriculum is approved for the University:

A. Undergraduate Programs

Baccalaureate programs in the liberal arts and sciences, education, human services, industrial technology, wellness, business, travel industries management and tourism. Associate degree programs in general studies, business, drafting, and travel industries management.

B. Graduate Programs

Masters programs in education and tourism.

C. Scholarship

Research and scholarly activity is inherent to the university community and is, therefore, expected to be an integral part of the role of the faculty. Inasmuch as the mission of the institution is primarily teaching, the central focus of research and scholarly activity is in support of the teaching and service functions.

D. Public Service

With other campuses in the Regental System, Black Hills State University shares responsibility for public service consistent with the programmatic authorizations in "A" and "B" above by acting as a resource for a diverse group of agencies, businesses and educational institutions within the region. Services are offered through the following approved centers: Center for Business and Tourism; Center for Indian Studies; Center for Economic Education.

E. Continuing Education

Along with other campuses in the Regental System, Black Hills State University shares responsibility for offering continuing education to educational institutions, businesses, and agencies in areas appropriate to the mission of the University.

F. Off-Campus Delivery

Black Hills State University will use distance learning technology to provide students access to undergraduate and graduate curriculums, including degree programs. Continuing education, through both credit and non-credit generating activities, will also make use of innovative distance technology.

DAKOTA STATE UNIVERSITY MISSION STATEMENT

Dakota State University is an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL 13-59-2.2. A special emphasis is the preparation of elementary and secondary teachers with expertise in the use of computer technology and information processing in the teaching and learning process. A secondary purpose is to offer two-year and one-year programs and short courses for application and operator training in areas authorized.

A. Undergraduate Programs

The following curriculum is approved for the University: Bachelor of Science degree programs in business, biology for information systems, chemistry for information systems, computer science, elementary education, elementary education and special learning and behavioral problems, English for information systems, fine arts administration, information systems, mathematics for information systems, health information administration, fitness-wellness management, physics for information systems, respiratory care, junior high and secondary education, technology management, and vocational-technical education. Associate of Science degree programs in application programming, business management, health information technology, modern office systems, respiratory care, and general studies. Cooperative Associate of Applied Sciences in medical laboratory technology.

B. Graduate Programs

Cooperative participation with SDSU in offering the Master of Education in Vocational Technical Education is approved as is support of the SDSU M.Ed. in Curriculum and Instruction and the USD M.A. in Elementary or Secondary Education in Sioux Falls.

C. Scholarship

Basic and Applied Scholarship in the areas represented in "A" above and in support of the teaching and service functions of the University with emphasis on computer/information systems and their application to the approved curriculum.

D. Public Service

Dakota State University has the particular responsibility to provide service in the application of computer/information systems in support of elementary/secondary education, governmental agencies and business/industry. This service is provided through the university in general and through the following approved centers and organizational units: Business and Education Institute; Center for Documentation Research; Dakota State University English Language

Institute; Enterprise Development Center; Institute for Entrepreneurial Development; and Small Business Institute to the state, region, and beyond consistent with the approved programs listed in "A."

E. Continuing Education

Continuing education and outreach to the state, region, and beyond consistent with the approved programmatic authorizations listed in "A" above. A particular emphasis to provide continuing outreach education in the areas of application of computer/information systems in support of governmental agencies, business/industry and elementary/secondary education.

F. Off-Campus Delivery

Delivers courses and programs at its Respiratory Care sites in Sioux Falls, at the Sioux Falls Center for Public Higher Education in Sioux Falls; and courses at various sites within the state consistent with the programmatic authorization listed in "A" above. A special emphasis is delivery from the campus via electronic or computer networks to students at any location as well as delivery of approved programs by the same means.

NORTHERN STATE UNIVERSITY MISSION STATEMENT

northern State university

Northern State University is a multi-purpose, regional institution of higher education, authorized for the people of South Dakota by the South Dakota Legislature. Founded as a normal and industrial school to serve the northern part of the state, the University has diversified its offerings to address the emerging needs of the students, community, and region. Teacher preparation remains an important feature of the institutional mission, as do programs in the arts and sciences, business, and fine arts. Through undergraduate and graduate programs, the University provides quality teaching and learning. Offering students a breadth and depth in the liberal arts and in professional studies, the University develops effective and productive professionals and citizens. Further, the University creates and nurtures a community of students, faculty, and staff, supporting communication, student and faculty research, and professional growth. Northern State University has designed programs to meet academic, social, cultural, and economic needs of the community and area, providing lifelong learning opportunities, a center for the arts and recreation, and support for regional development.

The following curriculum is approved for Northern State University:

A. Undergraduate Programs

Pre-professional one- and two-year terminal and junior college degree programs in the arts and sciences, fine arts, business, technology, and education.

Baccalaureate programs in the arts and sciences, fine arts, business, technology, and education. Northern State University enjoys unique authorization to offer a bachelor's degree in international business.

B. Graduate Programs

Masters degrees in education.

C. Scholarship

Scholarly and creative activities are conducted in all authorized disciplines consistent with the academic purposes of the institution.

D. Public Service

Services are offered through the following approved centers and organizational units: South Dakota International Business Center; Small Business Institute; Professional Development School; Environmental Education Center; Reading, Writing, and Mathematics Centers;

Elementary and Secondary Science Teaching Center; University Speech and Hearing Clinic; Northern State University Press; University Art Galleries

E. Continuing Education

Continuing education opportunities, outreach, and public service to the state, region, nation, and internationally in concert with the approved programmatic authorization listed above.

F. Off-Campus Delivery

Off-campus delivery is provided throughout the state in designated mission areas particularly through the Capital University Center in Pierre and Cheyenne River Community College in Eagle Butte. An emphasis in electronic and computer delivery has enhanced the sites and numbers of students served through off-campus delivery.

The South Dakota Board of Regents produced 1,000 copies of *Access to Quality* at an approximate cost of $1.31 per copy. 5/96

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